

# Early Childhood Special Education Part B, Section 619\*

## Part C to B Transition by Three

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\*of the Individuals with Disabilities Education Act (IDEA)



# [ State Performance Plan (SPP) ]

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- Required by the reauthorization of the Individuals with Disabilities Education Act (IDEA) Sec. 616 (Monitoring, Technical Assistance, and Enforcement)
- 6 year plans were submitted in December 2005, 1<sup>st</sup> APR Due 02/07
- Includes Results Indicators and Compliance Indicators
- February 2008 report contained 1/3 of all ISDs collected by online survey instrument

# [ Training Goals ]

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- To clarify federal and local requirements for transition to early childhood special education programs from *Early On*®.
- To discuss steps, activities, and timelines to ensure a smooth transition.
- To address specific concerns surrounding transition activities and reporting.

## Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

# [ Indicator #12 Data ]

FFY	Baseline	Target	Actual
2005	92.1%		
2006		100%	91.5%
2007		100%	<b>93.9%</b>

# [ OSEP Explains - ]

- The state must have in effect policies and procedures to ensure that children participating in Part C programs and who will participate in preschool programs under Part B of the Act:
  - experience a smooth and effective transition.
  - Have an IEP developed by their third birthday

## [ OSEP Explains - ]

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- Each public agency must ensure that as soon as possible following development of the OEP, services are made available according to the child's IEP.
- A Free Appropriate Public Education (FAPE) must be available to all children residing in the state between the ages of three and 21.

# [ Transition Timelines ]

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*Step 1: Transition Planning*

*Step 2: Transition Meeting*

*Step 3: Determination of Eligibility*

*Step 4: IEP Meeting*

*Step 5: Implementation of Services*



# 1. Transition Planning

- Is an ongoing process while the child is enrolled in *Early On*®.
- Discuss options with families.
- Obtain permission from family to refer child to ISD.
- Schedule a transition planning meeting with the family at least 90 days before the child's third birthday.

## Step 2: Transition Meeting

### *Child's Age: 33-36 months*

- Must occur at least 90 days before the child's third birthday, as early as 9 months prior to birthday.
- Includes the following components:
  - Review all program options for child
  - Discuss issues related to transition
  - Obtain written consent
  - Discuss plans for the child that is not Part B eligible

# For the Child Not eligible for Part B:

- Make reasonable efforts to convene a planning conference at least 9 months before the child's third birthday
- Discuss future possible placements for the child
- Discuss procedures to prepare the child for changes in service delivery
- Establish a written transition plan

## Step 3: Determination of Eligibility

### *Child's Age: 33-35 months*

- The local school system is responsible for determining eligibility with an IEP team
- Early Childhood team will:
  - Follow up with evaluation and assessment results
  - Conduct all further evaluations
  - Consider all information about the child to determine eligibility

# Step 4: The IEP Meeting

## Child's Age: 33-36 months

- IEP Team Meeting Members include:  
family, teachers, administrative  
personnel, and related service  
providers
- Goals:
  - To put identified child goals in writing
  - To identify all programs and services the  
child is receive under their IEP

## Step 4: The IEP Meeting (continued)

- Together, IEP members decide:
  - The goals and short-term objectives or benchmarks with the highest priority for the child
  - What transportation and/or other related services are needed to reach these goals
  - The least restrictive environment in which the child can best meet the goals and short-term objectives

## Step 5: Putting the IEP into Action

### Child's Age: 36 months

- Topics to review upon implementation include:
  - Health records and immunizations
  - Transportation arrangements
  - Special equipment
  - Staffing needs
  - Special diet
  - Staff training
  - Emergency contacts and procedures
  - Other unique needs of the child or family

# [Special Issues]

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- Summer Birthdays
- Least restrictive environment
- Family concerns
- Compliance concerns



# [ MDE Contact Information: ]

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